Ensuring Licensure & Accreditation for the School of Nursing: The Role of Clinical Faculty

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Note: Today’s presentation is being recorded and will be available on the Sigma Repository in 48 hours.
Purpose

This webinar is designed as an introduction for clinical faculty to the processes that are generally followed to ensure licensing and accreditation of Schools of Nursing. The focus will be on the elements most related to the work of clinical faculty who teach in undergraduate nursing programs.
Learning Objectives

1. Distinguish the authority of licensing boards verses accreditation organizations to oversee Schools of Nursing.
2. Recognize the essential work of clinical faculty which supports licensing requirements.
3. Describe the elements of licensing & accreditation which are most related to the work of clinical faculty.
4. Associate the accreditation process to ongoing program quality improvement efforts.
Poll: A Bit About You

School of Nursing role
- Full time faculty
- Part time faculty
- Not a faculty member yet
- Curious bystander

What do you teach?
- Clinical courses
- Didactic courses
- Both clinical and didactic courses
About Dr. Hansbrough

Colorado native.
BSN, University of Northern Colorado
MSN & PhD, University of San Diego
Clinical Expertise: Care of Burn Patients
Interim Director, School of Nursing, California State University San Marcos
  - Traditional BSN; LVN to BSN
  - Accelerated BSN
  - RN-BSN fully online
  - MSN: FNP, PMH NP; Developing DNP
Accreditation & Licensing Review

1984: 1st Accreditation & Licensing Review

University of Colorado Health Sciences Center
  - Nurse Manager, Burn Center
  - Accreditation Review: The Joint Commission
  - Licensing Board Review: CO Department of Health

1985: Migrated to San Diego

University of California San Diego, Regional Burn Center
  - Accreditation Reviews: The Joint Commission
  - Licensing Board Reviews: CA Department of Health

2010: Joined Academic Faculty, California State University San Marcos
  - Accreditation reviews: Commission on Collegiate Nursing Education (CCNE)
  - WASC: Western Association of Schools & Colleges, Senior College & University
  - Licensing Board Reviews: CA Board of Registered Nursing
Poll: What has been your role in licensing & accreditation at a clinical / healthcare organization?

Responsible for preparation & leading reviewers visit as an administrative leader.
Participation as a unit nurse leader
Participate as a staff nurse
Successfully avoided interacting with TJC surveyors and licensing board representatives!
Not that different from a School of Nursing

Both must:

• State a mission, vision, philosophy
• Have policies and Procedures that all staff know & follow
• Demonstrate qualifications of nurses
• Measure the satisfaction of those who they serve (patients, clients, students, public
• Abide by licensing rules (# patients or # of students)
• Keep records of everything
• Records are legal documents
Not that different from a School of Nursing

Both must:
• Demonstrate continuous quality improvement:
  - Identify Problem (opportunity)
  - Determine Cause (RCA if needed)
  - Find & Implement Solution
  - Analyze Results of Solution
  - Hold the Gains or Try Other Solution
Poll: What has been your experience with licensing &/or accreditation reviews at your School of Nursing?

- Helped write a self study.
- Responsible for gathering & reporting data for a self-study.
- Participated in a licensing &/or accreditation reviewer’s visit.
- Have not participated in a licensing or accreditation review.
1. Distinguish the authority of licensing boards verses accreditation organizations to oversee Schools of Nursing.
Boards of Registered Nursing
Write NCLEX
Issue Licenses
Uphold the Law & Regulations
Levy fines or revoke licenses for breaking the law

Accreditation Organizations
Establish performance standards
Conduct program reviews based on the standards
Commend & suggest improvements
May withhold accreditation
2. Recognize the essential work of clinical faculty which supports licensing requirements.
Boards of Nursing (BRN/BLVN)

State licensing bodies
Governmental entity: Level of government varies by state
Enforce the state Nurse Practice Act (The Law)
  - Follow the Regulations pertaining to the law
  - The Rules make provisions of the law enforceable.
Oversight of:
  Nurse Licensure
  School of Nursing Licensure
Poll

Do you know where to find the Nurse Practice Act for the state where you are licensed?

Have you read that Nurse Practice Act?
California BRN

• A State agency within the Department of Consumer Affairs
• Licenses and regulates RNs in California.
• Mission: to protect the health and safety of consumers by promoting quality registered nursing care in California.
• The Nursing Practice Act gives the Board the authority to investigate complaints and take disciplinary action against registered nurses. These investigation and disciplinary functions are handled by the Board’s Enforcement Division.
But there is more...

Nursing Practice Act

The Nursing Practice Act (NPA) is the body of California law that mandates the Board to set out the scope of practice and responsibilities for RNs. The NPA is located in the California Business and Professions Code starting with Section 2700. Regulations which specify the implementation of the law appear in the California Code of Regulations.

The NPA is updated annually and is published by LexisNexis in conjunction with the Board. To purchase the latest edition of the NPA, please visit the LexisNexis Store.

- California Business and Professions Code
- California Code of Regulations

California Business and Professions Code

- Division 2. Healing Arts
  - Chapter 6. Nursing
    - Article 1. Administration - Section 2700-2717
    - Article 2. Scope of Regulation - 2725-2742
    - Article 2.5. Nurse-Midwives - 2746-2746.8
    - Article 3. Disciplinary Proceedings - 2750-2765
    - Article 3.1. Intervention Program - 2770-2770.14
    - Article 3.5. Nursing Corporations - 2775-2781
    - Article 4. Nursing Schools - 2785-2789
    - Article 5. Penal Provisions - 2795-2800
    - Article 6. Revenue - 2810-2815.7
    - Article 6.5. Public Health Nurse Certification - 2816-2820
    - Article 7. Nurse Anesthetists - 2825-2833.6
    - Article 8. Nurse Practitioners - 2834-2837
    - Article 9. Clinical Nurse Specialists - 2838-2838.4
Minimum Qualifications for:
- Director
- Assistant Director
- Instructor
- Assistant Instructor
- Clinical Teaching Assistant
- Content Expert

Elements of Qualifications
- Education
- Teaching Experience
- Administrative Experience (Dir/Asst Dir)
- Direct Patient Care Experience
Faculty Responsibilities

Accountable for instruction, evaluation of students, and planning and implementing curriculum content.

Participate in an orientation program, including, but not limited to, the program's curriculum, policies and procedures, strategies for teaching, and student supervision and evaluation.

Shall be clinically competent in the nursing area in which he or she teaches.
Setting the Standards for Licensing

National Council of State Boards of Nursing: NCSBN

- Founded 1978
- “Empowers and supports nursing regulators [BRN] in their mandate to protect the public”
- Accredited as a “standards development organization” by the American National Standards Institute
  - Standards for the upholders of the law
NCSBN

Nurse Licensure Compact
- Multistate license
- RN Licensure: Non-NLC states
- APRN: NLC States
  - Idaho, Wyoming, North Dakota only
Boards of Registered Nursing
Write NCLEX
Issue Licenses
Uphold the Law & Regulations
Levy fines or revoke licenses for breaking the law

Accreditation Organizations
Establish performance standards
Conduct program reviews based on the standards
Commend & suggest improvements
May withhold accreditation
Accreditation

• Demonstration of meeting defined standards, established by an accrediting body
• Many such accrediting organizations both regional and national.
• Does it matter?
  - Future of graduates: transfer of credits for graduate school
  - Employment opportunities
  - Grant funding eligibility
3. Describe the elements of licensing & accreditation which are most related to the work of clinical faculty.
Prepared to Contribute to Student Success

Clinical knowledge, and…..
Knowledge of pedagogy
Ongoing teaching skill development
  - Mentor
  - Continuing education
  - Professional Nursing Education Organization membership
    - AACN
    - SIGMA
    - National League for Nursing
    - Society for Simulation in Healthcare
Prepare to Contribute to Student Success

Knowledge of:
- Program Learning Outcomes
- Curriculum Map to meet PLO
- Course Learning Outcomes
  - Introduction – Reinforcement – Competency

Participation in faculty meetings, SoN committees
Be Continuously Prepared

Philosophical Foundation
- Mission, Vision, Values

Policies & Procedures

Organizational Chart

Faculty Credentials

Clinical Site Suitability

Simulation Standards

Record Keeping:
- Syllabi, student evaluations,

Student Support Processes

- Program Evaluation Plan
  - Faculty & Student Satisfaction
  - Employer Satisfaction
  - Clinical site evaluation

- Program Assessment
  - Achievement of Program Learning Outcomes
    - Demonstrated quality improvement process
4. Associate the accreditation process to ongoing program quality improvement efforts.
Accreditation Standards

**CCNE**
- 80% NCLEX Pass Rates
- 70% Completion Program Completion
- Optional Student Feedback
- 70% in 12 Months New Grad Employment
- Optional Employer Satisfaction
- Initial: 5 yrs. Then 10 yrs. Term of Accreditation

**NLN CNEA**
- 80% over 3 years Program-set target rates
- Program-set target satisfaction with program
- Program-set target satisfaction with program
- Initial: 6 yrs., 3 yr. review; Then 10 yrs., 5 yr. review

Both require annual reports and substantive change reports
## Common Quality Indicators

### Benchmarks

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<thead>
<tr>
<th>Benchmark</th>
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<tbody>
<tr>
<td>NCLEX Pass Rate 80%</td>
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<tr>
<td>Pattern of student satisfaction</td>
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<tr>
<td>Pattern of graduates meeting community needs</td>
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<tr>
<td>Evidence of action taken on the problems identified in the program’s total evaluation plan</td>
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</tbody>
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### Evidence

<table>
<thead>
<tr>
<th>Evidence</th>
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</thead>
<tbody>
<tr>
<td>Attrition Rate</td>
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<tr>
<td>NCLEX Pass Rate</td>
</tr>
<tr>
<td>Resources Survey</td>
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<tr>
<td>Course Evaluations</td>
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<tr>
<td>Program/Graduate Survey</td>
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<tr>
<td>Graduate Performance</td>
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<tr>
<td>Clinical Facility Evaluation</td>
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<tr>
<td>Other</td>
</tr>
</tbody>
</table>

**Flowchart:**

1. **Identify Problem** (opportunity)
2. Determine Cause (RCA if needed)
3. Find & Implement Solution
4. Analyze Results of Solution
5. **Hold the Gains or Try Other Solution**
Poll: Have you seen the evidence for these benchmarks, for your school?

Yes
No, but I know it is available
No, and do not recall it being mentioned
Example from my files

What items are actionable?

- Program flexibility
- Course evaluation methods
- Teaching strategies
- Faculty communication

What items are actionable?

- Program Flexibility
- Course evaluation methods
- Teaching strategies
- Faculty communication

Student Evaluations
Example from my files

**Student Concerns**
- Program flexibility
- Course evaluation methods
- Teaching strategies
- Faculty communication

**Faculty Satisfaction Survey**
- Need for mentoring
- Improve communications
- Meeting are not helpful

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**Identify Problem** (opportunity) → **Determine Cause** (RCA if needed) → **Find & Implement Solution** → **Analyze Results of Solution** → **Hold the Gains or Try Other Solution**
Solutions

- Implement faculty mentoring program
  - Faculty Orientation
  - Faculty Workshops, 2 per yr. CEUs
- Restructure meetings
  - Timekeeper
  - Announced Agenda
  - ZOOM Attendance Option

- Faculty Development:
  - Teaching strategies, course evaluation methods, student communications
  - Valuable forums to address topics of importance

Improve Faculty Satisfaction

Improve Student Satisfaction
Your Role

1. Show up & know what is going on at your school
2. Document carefully: assignment feedback, communication with students, assessments of performance, etc. are legal documents
3. Be familiar with licensing & accreditation requirements
4. Support SoN quality improvements efforts
5. Participate in committees
6. Include nursing education topics in professional continuing education
7. Teach well
References

Commission on Collegiate Nursing Education (CCNE): https://www.aacnnursing.org/CCNE


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